

# Inspection of Kent House Day Nursery

41, Ravencroft Road, Beckenham, Bromley BR3 4TP

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Inspection date: 24 May 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff build secure and trusting relationships with children. They work well with parents to help ensure that children's needs are met. As a result, children feel safe, secure and settle well into the nursery. Children arrive at the setting feeling happy, ready to play and learn. They are confident and self-assured. Staff are gentle towards the children and build respectful relationships with them. Children are sociable and are highly considerate of each other and play extremely well together. Children benefit from the manager and staff's careful approach to supporting their behaviour. Staff teach children how to wait their turn and use their manners. For example, children thank staff for providing snack, with no prompting. Children are kind, considerate, and polite.

Children thoroughly enjoy attending the nursery. This is because the manager provides carefully considered learning opportunities that help all children to succeed. Children learn to develop their core strength during outdoor play. They use the big muscles in their arms and legs on the climbing frames, slides, and bicycles, and are helped skilfully by the caring staff team. Children chatter excitedly with staff, as staff skilfully join their imaginative play roaring as dinosaurs. Such well-thought-out teaching and interactions helps to build children's resilience and confidence.

### **What does the early years setting do well and what does it need to do better?**

- The manager provides children with a curriculum that builds on their previous learning and interests. She ensures that staff use assessment strategies successfully to identify what children already know and what they have learned at the nursery. Staff use children's current interests to plan meaningful learning that engages and excites them. However, at times, during activities staff do not support skills children are learning. This does not stretch children's learning and enhance their individual progress.
- The manager and staff promote children's language development well. Staff sing a wide range of familiar nursery rhymes and re-read stories to build children's knowledge of words. Older children are encouraged to describe what is happening as they re-tell favourite stories. Children learn new words such as 'scratchy' to describe textures, this build on their vocabulary.
- Staff understand the physical development needs of children and babies and the importance of developing healthy lifestyles. Staff are skilled when encouraging children to explore freely and become confident and physically strong. Children enjoy a range of healthy snacks and meals.
- The manager works hard to provide the best experiences for all children and prepare them well for their next stage of education. She monitors staff effectively to maintain the quality of education and ensure that the curriculum is

implemented as intended. However, in some areas, fostering children's independence is yet to be fully implemented. For example, staff put on shoes for children when they go outside, and are too directing during activities, instead of encouraging them to do it independently. This does not consistently support children's developing independence.

- The manager and staff work in close, respectful partnership with parents and carers. For instance, they make sure that they share information with parents about their child's learning. Parents say that they receive valuable suggestions from staff about how to support their children's learning at home. This helps children to develop knowledge and skills for their future learning.
- The manager and staff use self-evaluation well to identify areas for improvement. For example, following recent training about developing children's mathematical skills staff use a variety of maths language to support children's understanding. For instance, children eagerly use language such as bigger, and medium as they describe the sticky eyes for their gingerbread man.
- Staff are enthusiastic and devoted to their work. They are supported well by the manager who has high expectations for children's learning. The manager motivates and supports staff. Staff are provided with many opportunities for professional learning and development, which helps to raise the quality of care and education for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- improve staff's knowledge of the children more effectively in order to better support their individual next step and progress even further
- help staff to support children to develop and practise their independence.

## Setting details

<b>Unique reference number</b>	2644982
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10347100
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	25
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Wellington, Charlotte
<b>Registered person unique reference number</b>	2644980
<b>Telephone number</b>	07860221243
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kent House Day Nursery registered in 2022. It is located in the London borough of Bromley. It operates on weekdays from 8am to 6pm, for most of the year. The setting employs four staff including the manager, of whom two hold relevant childcare qualifications. The setting offers funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Tracey Murphy

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked with the inspector about their curriculum and the knowledge that they want children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this had on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector spoke with several parents and sampled written feedback during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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